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ABSTRACT

Studies show that 9 out of 10 migrant students do not complete their high school education. To identify the factors contributing to this high dropout rate, 350 migrant youths were surveyed to assess what they viewed as "good" programs and why they had dropped out of school. Most respondents noted some sort of sports activity as what they liked best about high school and academic classes as what they liked least. Programs of greatest interest were those offering job/career training. Reasons for dropping out were usually related to the need to work and family concerns. These and other study results are discussed at length in the first section of this document. Interviews with migrant students and excerpts from their letters and articles shed further light on the young people's experiences with secondary education. The second portion of the document describes nine exemplary programs for secondary level migrant students which offer such special services as financial and supportive college assistance, "hands on" work experience, vocational training, learn and earn incentives, and credit exchange between schools. Conclusions from the survey and review of the already existing programs list such needs as transfer of academic credit, stipended work experience, counseling and career education, and financial assistance for college, as well as trade school. (DS)

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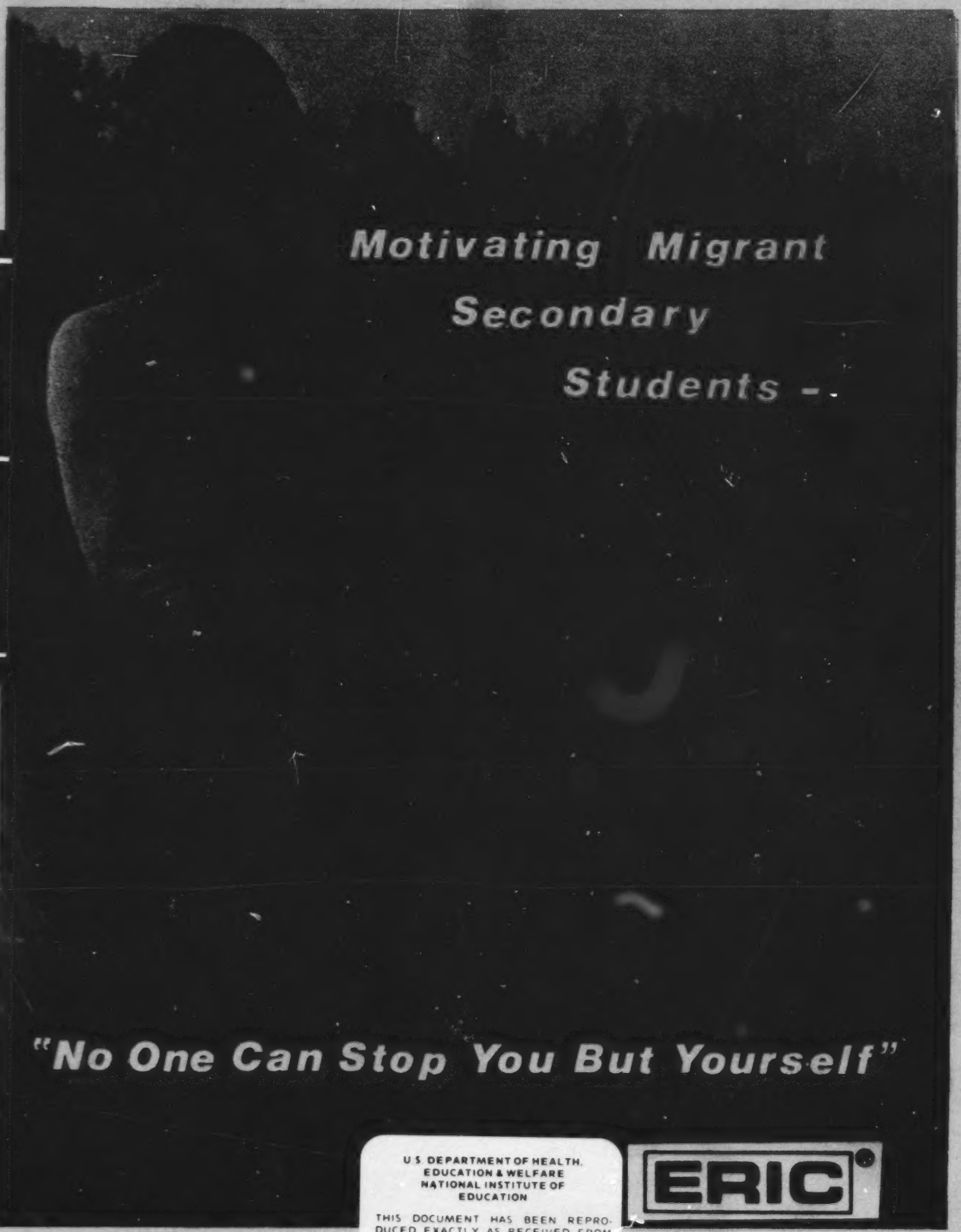

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Motivating Migrant Secondary Students

"No One Can Stop You But Yourself"

By

Robert E. Lynch

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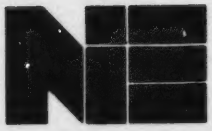

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Cover by Michael Greenlar

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migrant farmworker families is unsurpassed. It will be 10 years this month that I have had the honor of knowing and working with Dr. Mattera. Thank you for what you have done for me, but most important, thank you for being there for migrant farmworkers and their families.

Figure 1 8

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Introduction

This manuscript is designed as a resource to assist high school guidance counselors, secondary school administrators, migrant program directors, and other interested persons in identifying available programs for secondary migrant students, both in-school and dropouts. Also, the manuscript is designed to enable the aforementioned persons to develop a better understanding of the migrant youth's own likes and dislikes about secondary education.

According to an Exotech Systems study conducted in 1974, nine out of 10 migrant students do not complete their high school education. This staggering statistic needs to be addressed at the national level.

Many factors contribute to this high dropout rate, including economic conditions, high mobility, and teacher and student attitudes, to name but a few of the problems faced daily by migrant students. Other reasons for this multifaceted problem may be attributed to:

- the average length of enrollment in any one school is approximately 11 weeks,
- not receiving credit toward graduation for partially completed classes,
- graduation requirements varying from state to state,
- communication among the states being difficult to maintain to assure continuity,
- incomplete records resulting in gaps or duplication of students' work.

Since the passage of the Migrant Amendment to the Elementary and Secondary Education Act (ESEA) in 1965, many millions of dollars have been spent on the education of migrant children. The majority of the programs developed thus far have addressed the educational needs of the elementary school-age migrant child. Excellent gains have been made with this age group. However, 90% of migrant children are still dropping out of school before completing high school. While this high dropout rate may be diminishing, more programming needs to be directed toward the secondary level migrant student. Currently, the State Directors for Migrant Education are addressing this problem with the creation of a Career Education Task Force headed by Jerry Ortega, Utah State Migrant Education Director.

A recent analysis of the dropout rate by Fuentes (1979), described in the Interstate Migrant Education Task Force--Third Interim Report, details the need for programs to reduce dropouts.

This manuscript is divided into two sections: the first deals with a survey of migrant youth about what they considered "good" programs and reasons why they drop out of school; the second section is an examination of existing programs serving the secondary level migrant student.

Figure 2

Section I--Migrant Youth Survey

In the planning, implementation and evaluation stages of any program, it is imperative to involve the students to be served. The students can give the best insight into what their needs are. The mobility of the migrant population has often precluded this or made it very difficult. In preparing this manuscript, actively migrating interstate migrant youths were surveyed to assess what they viewed as "good" programs and reasons why they dropped out of school.

A letter and survey form (see Appendix I and II) were sent to approximately 350 youths enrolled in the Geneseo Migrant Center's Migrant Education Opportunities Program (MEOP). These youths, comprised of 70% Afro-Americans, 28% Spanish speaking and 2% Caucasian and Indian, represent youths homebased in Florida, Texas, Delaware, Maryland, New York, New Jersey, Arkansas, Georgia, and Alabama. In addition, youths were personally interviewed in both New York and Delaware.

The youths completing the survey ranged in age from 13 to 20; the average age was 16.5. The last grade completed in school ranged from 8th to 12th, with the average being 10th.

A sample of the survey results of the youths responding were as follows:

"Why are you no longer in school?"

--had baby

--work

--thought the street would teach more than school

--because I have no one to keep my kids and I work in the daytime

--no excuse, just didn't like school too much--it wasn't no one's fault that I quit because I could have been still going. Well, I should go back to school after I get settled and all because as you know now I'm married and I'm expecting a baby and all and things wouldn't be right now if I was to start back. I wouldn't go back to a regular school because I'll feel funny going in the 10th grade at this age I am, so I'll go to a night class or something like that. How does that sound to you?

Comments: Several of the youths responded that work was the reason they were no longer in school. Possibly, if more programs would provide stipends or other economic assistance for youths to continue high school, the dropout rate would be reduced. The need for migrant youths to supplement their families' income is well documented.

"What in the high school you're now attending or did attend was the most exciting thing for you?

--social studies

--group discussions

--sports

--football

--gymnastics

--the women

--reading

--being able to play basketball and run track and playing in the band

--sports and the parties and dances

--typing

--being able to pass

--nothing yet, I'm just starting

--R.O.T.C.

--concerts at school

--softball

--learning different things every day and meeting people

--English

--gym and math

--getting my education, learning more new things, being in school everyday

--playing basketball

--math, reading, art, sewing, biology

--getting to know more people and a little learning

Comments: The majority of the youths noted that some kind of sports activity was what they liked best about high school. This may be due to the fact that this is an activity the youths have felt success in and thus also feel good about. Possible if they experienced success in other academic areas, they would enjoy them also.

"What did you like least about high school?"

--being late for class and homework

--too much goofing around in class

--being suspended for stealing

--it was a time your life was just starting

--meeting new people

--you had to watch out or you picked up bad things

--math and science classes

--English and science

--being kicked out for the day

--math

--some of the teachers and guidance counselors

--P.E. classes

--being treated like first and second grade kids

--the work

--I never had the money to buy things I needed, such as books and materials for homemaking class

--math

--reading and spelling

--would have liked to be teacher's aide

--not enough lunch or lunch time

Comments: Fewer youths responded to this question. However, of those responding, the majority noted at least one academic class.

"What kinds of special programs would be of most interest to you?"

--Learn and Earn program where you get paid and learn at the same time

--learning to play the drums

--dancing

--information on job training classes near family

--art

--training to become a teacher

--career programs

--more programs for kids to participate in during school and summer

--job programs

--BOCES programs (BOCES is a vocational preparatory program

--sewing, cooking, sports, dancing

--English migrant program

--auto repair and electrical

--math

--reading

--radio disc jockey

--singing in chorus

--being trained to be a secretary

--vocational programs - mechanics course

Comments: A number of youths noted some kind of job/career training program or even listed particular careers they would like training in. Also, a large number of youths did not respond to this question. Possibly they did not understand the question.

"If you dropped out of high school, what were the major reasons why you did so?"

--ran away from home and had a baby

--because I did not like the teachers and the way they talk to you

--Job Corps

--because I don't like it

--I hated school because I couldn't make many friends

--work

--troubles

--because I got married and had a baby and didn't have time for school, but I always wanted to go

--because our family didn't have enough money to buy materials needed for school; also had to work to pay bills; also had to move to where the work was and it's pretty rough starting new schools so often. Sometimes you feel like an outcast being a stranger in so many schools.

--because my father and mother separated and I had to work to help my mother support my sisters

Figure 3

Comments: Dropping out to work and for family reasons were the major reasons listed. One youth who had graduated responded by saying, "I stayed in school because because it's the only honest way to get a job; only one in the family to finish." He noted there were nine children in the family.

This information is very subjective in nature; however, it is relevant for program planning. The youths responded honestly. At times the youths may not have understood the questions asked.

The following letters were received from two young ladies, ages 17 and 18, who wrote personal letters in lieu of completing the questionnaire. The contents of the letters seem to have merit to be included regarding the youths' perception of school.

August 7, 1979

Dear Bob,

What It's Like to be a Dropout:

I have two kids, LaTonya and Tavaris. Having two kids to take care of is hell at the age of seventeen.

The first time I dropped out of school when I was pregnant with my little girl I was in the seventh grade. I started going to work with my mother to help pay my doctor bills. I was working in the pepper fields because who I got pregnant from ran out on me. So if you know what I know to be in love at the age of thirteen, it ain't nothin'.

Niggers out here on the street just trying to get themselves off. When a young lady like most of us get out there on the street selling their precious body for some older man just for him to spend your money on him or someone else, but what he is to you is nothing, because he want to use a young girl for his money maker because he can't get no job. And the reason I know so much about

it is because I see it every day--it's all around us. I see 13 and 14 year olds today out here doing the same thing. Because some young girl get out here with older experienced man coming along and the young girl don't know about what's going on.

When you don't have a good education, it's more hard on you, because no one wants a dropout on the job, and it's hard to get a job anyway. If you're woman enough to get back in school and get a diploma, it won't be hard on you. I start back to school in August and I hope I succeed, because I need my diploma to take care of my children and myself and to get my kids out of the ghetto.

Once you don't get a chance for a high school diploma, you be out somewhere hustling or in grove field. So take your choice because I have taken my choice to go back to school. You have one chance, and don't blow it--you will need it.

Take my advice. You make one step, God above will make two steps.

Signed "J"

P.S. Thank you, Bob, for writing me and my two children doing fine. I had a little boy June 7, 1979. Bob, I hope you like my story and it's true. Thank you. Please put this in your book.

****

Dear Bob,

Before answering your questionnaire, I would very much like to verify a few things. First of all I didn't just drop out of school, I quit, which is a big difference. The reason why I quit is because the school I was going to wasn't teaching me anything I didn't already know. You see, I went to school in Long Island, New York, while in New York. I was at the top of my class and my high school years looked as if they were promising. I was going to Central Islip High. After I finished my freshman year, me and my vocational counselor talked about my future years. I told him that I wanted to major in business administration and Spanish. He thought that this was a good idea. He also told me that upon graduation I would have 27 credits, and that I wouldn't have any trouble finding a college. Then my Mom told me we were moving to Florida. I was a little discouraged, but I figured what I could do in New York I

could do just as good in Florida. I was wrong!

First of all, the only business course they had in Florida was typing. In New York they had record keeping, bookkeeping, typing, shorthand, office practice, and many more. Also, in Florida they only had one Spanish class and that was Spanish I. In New York they had from Spanish I to Spanish IV. When I was in New York they had this class called Regents, the highest you could go. I was in this class. I mean school up there was enjoyable because you had a choice of classes to choose from, classes you wanted to take. Not classes you didn't want to take but had to take. That's the way it was in Florida. So how could a person expect to do a good job in a class that you aren't interested in? The only class I really liked in Florida was my social studies class. One thing we talked about in this class was U.S. government and Americanism vs. Communism. The rest of the classes were classes I had already been through in New York. So I figured why should I go over things that I had already done before. It seemed stupid. So I stopped studying, my grades began to fall, and I just barely passed the 10th grade.

During my 11th year I began to have a few problems. School, my future and a few personal problems. Then to top it off, I got into trouble and it was the last straw that broke the camel's back. You see, me and my principal got into it one day. He gave me a ten day suspension, and each class I had to get 10 F's. So I knew if I would've stayed I would've gotten left back. I wasn't going to go for that so I quit high school. But I didn't quit life. I started going to this vocational school. I went a couple of months studying up for my GED. At the age of 16 I had my diploma. After getting my diploma I wanted to further my education. So I signed up for Job Corps, which is where I am now. I've been here nine months and will be graduating in October as a clerk typist. Then I am planning on furthering my education in the Army. Don't think that it was easy for me, because it wasn't. But like I said, I am not a quitter. I don't give up easy. When times get bad I know they will be better. But I do know one thing that whatever you want to do, do it because nothing or no one can stop you but yourself.

I am glad I never stopped. Because now my future look promising again and I know I will make it.

Sincerely, Carolyn Fountain

Migrant youths have written articles and letters for the Geneseo Migrant Center's Migrant Educational Opportunities Program newsletter, Real Talk. Following are some of the articles or excerpts from them that were felt to be relevant here. The youths have many excellent thoughts on education.

--My name is Frances Carter. I'm from Winter Haven, Florida. I am a 19 year old student and an enrollee in the Geneseo Migrant Center's Migrant Educational Opportunities Program. Many of you have written for Real Talk, and it was all nice. Now I want to encourage each and every one of you to go to school and get an education. That's what I did. It's a great feeling. I go to vocational training school every day, and to a junior college at night. I must tell everyone that it's hard to do both at the same time, but it's also fun. In vocational school I'm studying social work. If you're thinking about going to a vocational school or to college, let me tell you that it's really great, and you'll love it.

****

--Hi. My name is Evelyn Michelle Murray. I am 17 and a senior at Manatee High School in Bradenton, Florida. I live in Palmetto.

I have decided that I want to be a social worker. I want a job where I can be around all different kinds of people of all ages. I am somewhat shy until I get to know people. I get along with everybody, and I am the type that does as much as possible to get along with the people around me. There isn't much more I can say about myself. I plan to go to college after high school. I have always wanted to make New York my home, and I might go up there one day.

****

--Hi. My name is Doretha Jackson. I'm 15 years old, and I would like to be a social worker when I finish school. I don't care about how much money I make, because I want to help the handicapped. I think this is very important. I feel that I can give them love. I want to be a mother to the handicapped. Sometimes when I go to bed, I just think how much I want to be a social worker.

When I went on the season, I met a lot of nice people. They cared a lot for me. You just don't know how I love those people up there. I wish they were down here. I'm trying hard to finish school so that I can be a social worker.

****

--My name is Rachael Williams. I am 17 years old. I would like to be a physical education teacher because I think it is important to be a teacher.

How did I come to this decision? I very much want to help children and teach them more. Education is more important than anything else I can think of because you will have to have an education to get a job. That's why I want to be a teacher someday.

****

--Hi. My name is Charlene Rankin....

I quit school, something I shouldn't have done, but I did. All of you who are out there and still in school, STAY THERE. Don't drop out!! It's really hard these days without a diploma. I'm going to take my High School Equivalency test soon and I really hope I pass it, but if I don't, I can go back and take it again in two months....

****

--Hi, my name is Mattlen Cummings. I was six years old when I first came on the season; I'm 18 now. I have a little girl--Kimberly--who's two years old. I quit school after 11th grade because I was pregnant. I like living on the season. My bossman, George Houston and his wife Pearl are very nice people. I really like traveling with them. I'm single. My hobbies are dancing, sewing, and working.

I want to be an airline stewardess and fly in the skies. I think it would be very nice to travel to different places by plane.

My mother lives in Bradenton, Florida. I have one brother and his name is Willie.

****

--Hi, I'm Milton Goldwire. I came up the road with my crew leader, George Houston, and his wife Pearl. I am 20 years old. I have been coming up on the season for four

years. I like the season because I have my freedom. My home is Bradenton, Florida. It's a small city; a very nice place to live. I wouldn't live anywhere else. My hobbies are: girls, music, shooting pool, dancing and football, most of all.

If I had the chance to be anything I wanted to be, I would be a football player. I like to travel. I wish I could travel around the world. Then I would just like to have a nice home, a nice car and a family.

****

Clinton Finch had many interesting things to say in a personal interview about his own personal goals and his perception of other migrant youths' philosophy on life. Clinton is from Elkton, Florida, and has been traveling on the migrant stream with his family since he was eight years old. He is now 19 years old and married. The following is that interview.

Question: Clinton, how long have you been on the season?

Clinton: I've been movin' ever since I could hold a bucket. I was about eight years old. I was born and raised in St. Augustine, Florida. When we first came up here we were just family and then we got more peoples. I come up on the season and work every year.

Question: What do you like about being on the season?

Clinton: I like it because I learn more. You get around to meet more peoples and you see things that you have never seen before. A lot of people don't like it because of the work, but they like it because they make more money.

Here in New York, they take time to teach the older folks to read and every day they learn more so they can get where they want to go. I know that if people can read that means more to them because they think they can do any kind of work they can do in life.

In the Sunday program here they get a chance to try a new job and then when they go to Florida they can get a job.

Question: Is there anything you don't like about being on the season?

Clinton: There is nothing that I don't like about being on the season. It is just the principle of being a season tramp. I just want to go some place to settle down. I like coming up here; I just get tired of potatoes.

Question: Do you have any problems with the local communities when you are on the season?

Clinton: Not in some places, but in other places, yes--like when we can't get along, they call us names. Some of the bosses down there don't treat you like they do here. Down there they call you like they still think you are a little boy, like you are still a slave.

Question: What kind of help does your family get when you are on the season?

Clinton: In some places they come and take you to the doctor; other places you have to hunt the clinic. There are schools for the little kids up here but in some of the other states the mothers have to carry the kids to the fields. My niece couldn't go to school because she was too young, so we had to take her to the fields.

Question: Now that you are married to Donetha, what are your plans for the future?

Clinton: Donetha wants to be an artist. I want to finish voc-tech school. We were going to stop coming up on the season and get us a home, get enough money so we can settle and get things going. We just want to settle down and stop traveling, so we can get opportunities for ourselves.

Question: What do you recommend to other migrant youth?

Clinton: First, send a lot of copies of Real Talk down to Florida so I can get them to the guys who know me so they can get a lot of help and so they might change their lives. My advice to readers is to get an education because you need it. Machines can do a lot of work that the workers do now. Machines can't do what people can do, but still there's not enough work for everyone.

Question: Why do so many young people like yourself drop out of school?

Clinton: They don't go to school because they know they can have a job pushing a mop or picking potatoes. They say, "I can't do anything better than I already have." And that's what makes them drop out.

Question: Can school help? How can Real Talk help?

Clinton: It will help give them a stronger mind. A lot of them have talent but don't use it. Talent in art, singing, instruments--enough talent to get them up there. Someone always comes along and tells them they can't do something. Sometimes someone you call a friend pulls you down. Nobody gives them encouragement. Peoples can do it if they get it in their head.

Real Talk and school can help by telling them what they can do and that they should feel they can do something. A lot of kids can do anything; they just don't use their talents.

Question: How can schools help?

Clinton: Schools expel kids for fighting, cussing, talking back to the teacher. Instead of expelling them because it doesn't help, the teacher should talk to them in the right way. If that doesn't work, then expel them.

Question: What is the right way for the teacher to act?

Clinton: The teacher gives love to the kid. If you love a kid, they won't cuss him. A child has a mind; he can tell when you have something against him. A lot of the teachers don't care for the kids and admit it.

Question: Why do kids go on drugs?

Clinton: They figure they can be something they never were. I know a lot of kids that go to school and use heavy drugs and sleep in school. I know a girl who was convinced to try drugs. She started on them and then dropped out of school. She was the smartest kid.

Question: Why do you feel so strongly about going to school?

Clinton: When I was 18 I went to bed one night and felt bad because I hadn't finished school. It was hurting

me because I could not make my mother proud of me. I told my brother Jerry, I am too old to go back in the day school because I hated it so bad. If I went back I would not be with the class I started out in, and that is a problem.

Question: How can migrant programs help?

Clinton: Tell them what they can do. They should feel they can do something. I'd try to learn a trade and then get a job. You can't just go get a job. They don't want them without training.

Question: What else would you say to readers of Real Talk?

Clinton: To the kids that use drugs, I say to them that they are going in the wrong direction. If you have friends that want to take dope, just tell them, "If you mess up your life, don't try to mess up mine!" I would tell all the readers that you have to start low and then go high. You just can't go in and typewrite!

****

The following note was received from an 18-year-old migrant youth who has not attended school on a regular basis since he was 13 years old. It points up a few serious concerns that affect many migrant youths.

> This is a note. I am not trying to be funny but I am tell you the true. If you was in my place, what would you do if your father was dead and your mother was very sick and have two children to take care and don't get but $227.70 a month. Can't even get food stmps, check it out. Now, yes, I want to go to school but now I want to go but no money. We can't even pay no bill can't do nothing. Please help me--tell me something. I don't want to go no school where they laugh at me. Thank you.
>
> Signed, J. F.

J. F. expresses directly the financial problems that migrant youths must address themselves to at an early age. Also, the note conveys the frustration J. F. has experienced attending schools where he is laughed at and where he does not feel he fits in.

****

Hopefully, this material from the migrant youths themselves will be of some assistance in planning to meet the needs and interests of the youths. The majority of those surveyed or interviewed valued the need for an education even though they may have already dropped out of high school.

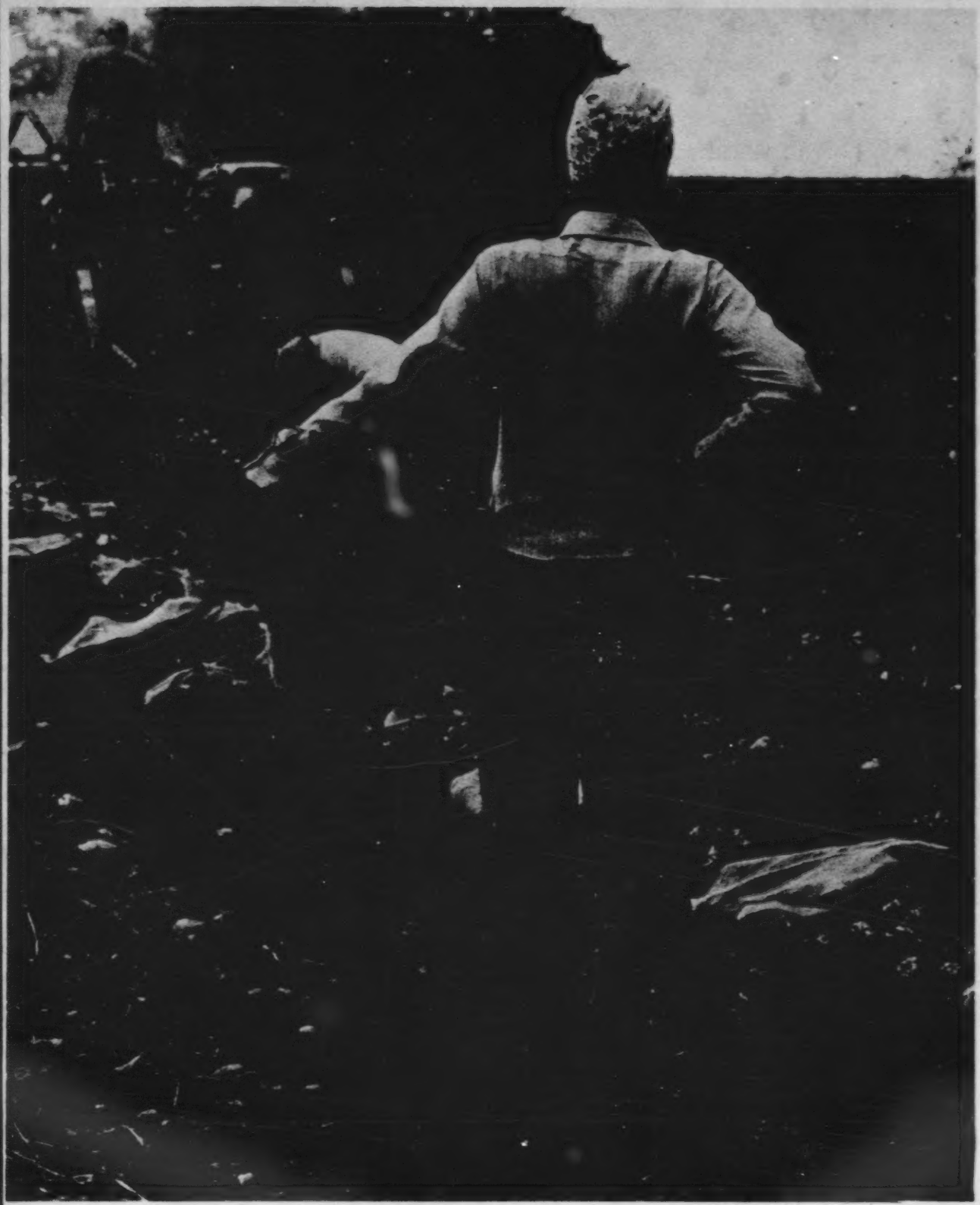

Figure 4

Section II--Existing Programs Serving Migrant Youth

As stated earlier, approximately nine out of 10 migrant youth do not finish high school. This staggering statistic led to the creation of programs that are beginning to address the special needs of secondary-level migrant students. The ESEA Migrant Education monies have funded some of these programs. However, additional funding sources, such as the Department of Labor and the Fund for the Improvement of Postsecondary Education, have aided in meeting the educational needs of the migrant youths. Included in this section are programs focusing on high school equivalency, career education, counseling, credit exchange, and financial aid for college. To gather information on various programs considered to be of high quality for migrant youths, each State Director of Migrant Education received a letter requesting that he recommend programs in his particular state which he considered exemplary (see Appendix III). The response to this letter was small; therefore, programs were selected from direct contact with directors in providing services to interstate migrant youths. The programs described are by no means the only alternative resources available for migrant youths, but they are considered worthy.

Following are the programs with a brief description of each taken from material submitted by the various programs. While personal assessment of each of the programs would have been ideal, a visitation to each to interview staff and program participants was not economically feasible. It is suggested that others interested in determining the effectiveness of any of the programs described should personally assess them.

College Assistance Migrant Program (CAMP)

College Assistance Migrant Program (CAMP), located on various college campuses throughout the country, assists migrant youths and young adults in enrolling in a college curriculum by providing financial and supportive assistance. CAMP is made available through federal funds allocated to the United States Department of Labor. To be eligible for the program, youths must be:

--a legal resident of the United States,

--a member of a seasonal or migrant farmwork family,

--a high school graduate or have passed the General Educational Development (GED) test,

--within the poverty level for family income,

--able to meet the admission requirements of the college applying to.

An enrollee in the program receives full financial assistance plus tuition, room and board, books, transportation, and a monthly living allowance for the first academic college year. In addition, freshmen in the CAMP program receive tutoring and counseling. The college also helps the migrant student receive financial assistance for the next three years of college.

To date, CAMP has served hundreds of youths. The dropout rate in the program has been extremely low.

Juan Garza, presently a senior at St. Edward's University, was accepted into CAMP his freshman year. He wrote the following about his experience with CAMP:

> When I graduated from Roma High School in south Texas, I had only one goal in mind. I wanted to get a college education! When I heard about CAMP at St. Edward's University, I decided to apply. I was accepted, and my freshman

year was great! I enjoyed meeting different people from other countries and just being on my own. In my second year I was fortunate to become a resident assistant for the dormitories. This helped me pay for college, since I got my room and board for this job. I also qualified for the Higher Education Migrant Program (HEMP). This program offers you a job related to your major field of study, so when you graduate you have job experience in the area.

Right now I am a senior, still a resident assistant, and I work part-time in the Financial Aid Office under the HEMP program. My major field of study is finance, and I plan to graduate in December. Hopefully, I will get my Master's Degree in Business Administration.

I have learned in college that there is no such thing as a free lunch! So, if you want a good, solid education, you have to work hard for it. But, in the end, you will realize that you have an education behind you, and nobody can ever take that away from you!

CAMP is presently located at the three college campuses listed below:

CAMP
St. Edward's University
3001 South Congress
Austin, Texas 78704

CAMP
Pan American University
1201 West University Boulevard
Edinburg, Texas 78539

CAMP
Adams State College
114 Richardson Hall
Alamosa, Colorado 81102

Referrals can be made directly to the above colleges for interested youths.

EBCE (Experience-Based Career Education for Migrant Education)

EBCE is an educational experience which uses the entire community as a learning resource. EBCE looks at the total child and takes into

account his academic needs, life skills, and social and career development. Real life experiences are provided to the youth with "hands on" activities in laboratories, offices, factories, hospitals, banks, or any other community businesses. Academic credits are offered for program participation.

EBCE was begun in 1971 and sponsored by the National Institute of Education through four regional education laboratories:

EBCE Program
Appalachia Educational Laboratory
P. O. Box 1348
Charleston, West Virginia 25325

Education and Work Program
Northwest Regional Education Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204

EBCE Program
Far West Laboratory for Educational Research and Development
1855 Folsom Street
San Francisco, California 94103

EBCE Program
Research for Better Schools
Suite 1700
1700 Market Street
Philadelphia, Pennsylvania 19103

Northwest Regional Educational Laboratory (NWREL) has adapted the already established EBCE program for the migrant students. Migrant EBCE programs are now in operation in Mission, Texas, and Yakima, Washington. As stated in a program brochure, the EBCE program helps migrant students to:

--know themselves better by refining their interests, abilities and values to develop realistic and obtainable career and life goals,

--understand that they have personal power and can have control over their own lives,

--build the decision-making skills needed to put what they have learned together with what they want to do,

--learn that basic skills in written and oral communications and mathematics are essential for accomplishing their career and personal goals,

--gain a broad understanding of the world of work--its relevancies, rewards and shortcomings--by learning what they can expect from it and what it will require of them,

--discover that the "adult world" is not simply an "establishment" but is made up of many different people with their own goals, values and personal characteristics.

The Mission, Texas, Migrant EBCE program was established in October, 1978, with approximately 17 students. Students learn about various careers by visiting sites and selecting some sites for more in-depth exploration. The program operates consistent with NWREL's philosophy of EBCE. According to FY79 Final Evaluation Report for the program, students expressed that:

--they had a bigger choice in doing things in the EBCE than in regular school,

--they had to do the work until they got it right--teachers were not as likely to just flunk them,

--they felt more responsibility toward helping other students in EBCE than regular school classmates.

Most of the students spoke enthusiastically about their experience in EBCE. Also, there was strong parent and employer support for the program. A recommendation has been made to expand the program this coming year.

There is also great potential for continuity of education for youths participating in EBCE as they travel the migrant streams. The two migrant EBCE programs now in existence cooperate continuously to assist youths traveling between Mission, Texas, and Yakima, Washington. The

Texas Education Agency has given permission for EBCE to award a total of nine credits in English, mathematics and career education for participation in the program.

For further information, contact:

Northwest Regional Educational Laboratory (NWREL)
Education and Work Program
710 S.W. Second Avenue
Portland, Oregon 97204

Florida Farmworkers' Residential Training Center (FFRTC)

The FFRTC, designed to serve disadvantaged farmworker youths between the ages of 18 and 22, is located in Ocala, Florida. The center is operated by Central Florida Community College with funds from the Florida Department of Education's Adult Migrant and Seasonal Farmworker Program through a United States Department of Labor grant.

The center is a self-contained facility with a capacity of 60 residential trainees. Except for vocational training, all activities of the program take place at the center. In addition to classrooms and living areas for the students, the center has a cafeteria, lounges, a snack bar, recreation room, self-service laundry, and outdoor recreation areas. All college activities are available for student participation.

The FFRTC program eligibility requirements as described in their program material are as follows:

--must be at least 18 and under 22 years of age,

--need vocational training to get a good job,

--be from a low-income family,

--be a farmworker or a dependent of a farmworker,

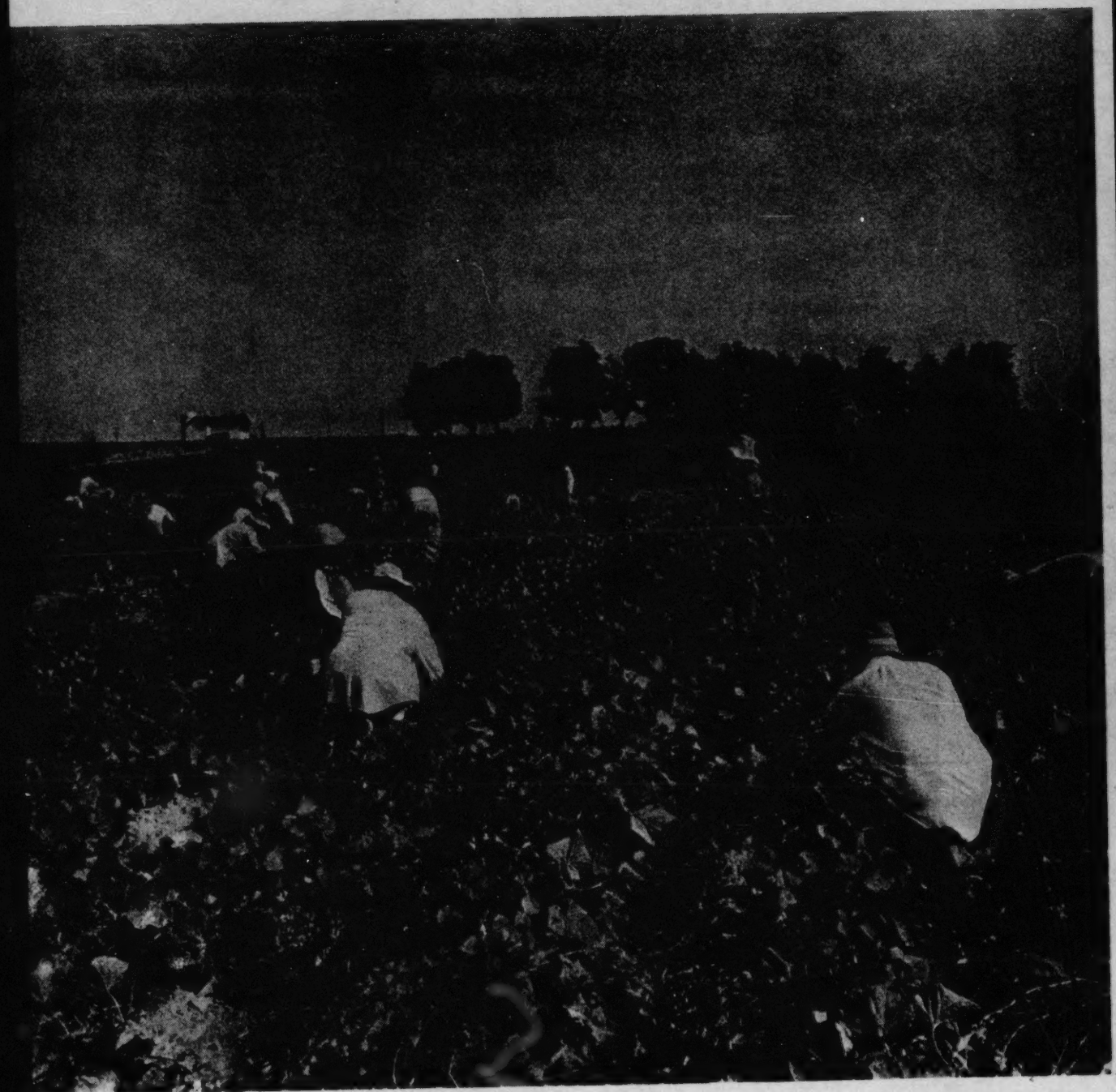

Figure 5

--have a background free of serious criminal or anti-social behavior.

The services of the center are outstanding. Medical care, security, guidance, educational and vocational support are available on a 24-hour basis. A youth can choose a trade and take up to seven months to learn it. Job training is provided in the following areas: air conditioning, auto body, auto mechanics, carpentry, clerk-typist, cosmetology, hospital record clerk, masonry, radio and television repair, and welding.

Assisting the youths to read and write better or obtain their GED diploma are key components of the center's program. Youths also receive a small amount of spending money every two weeks, plus a clothing allowance.

For further information, contact:

Florida Farmworkers' Residential
Training Center
702 South West Fifth Street
Ocala, Florida 32670

Florida's Learn and Earn Program

The Learn and Earn Program was initiated in 1970 and is a component part of the Florida Migrant Child Compensatory Program (FMCCP) funded by the ESEA Migrant Amendment. The program was designed to provide opportunities for the migrant child not in a regular classroom to learn salable vocational skills, increase his awareness of self, improve or enhance his self-concept, develop awareness of the world of work and his potential to function as a contributing member of society, and develop awareness of career opportunities. This unique program was developed as a result of a

study conducted by the University of Miami in 1968-69. The study found that the conventional secondary curriculum was inadequate to meet the needs of the migrant youths.

Mobile units containing vocational skill equipment were placed in local schools having numerous migrant students. Presently, there are 56 units staffed with one certified teacher and one teacher assistant providing training to youths who are at least 13 years of age in the following areas: small engine; machine engine, typing and general office procedures, retail food work, hotel/motel, and housekeeping and nursing skills. Completion of a particular area gives the migrant youths the skills necessary to begin employment in that area. Priority for enrollment is given to under-achieving migrant students who are potential dropouts.

Economic assistance is provided to the youths through stipended work experience. The economic aid has helped reduce the dropout rate as well as assist with economic problems of the migrant families. In this work experience the employer's average rating for the youth was "good" on a scale consisting of "exceptionally good," "good," "average," and "unsatisfactory."

Each year approximately 1,700 migrant students are enrolled in this project. In talking with a few of the youths enrolled in the program, they seemed to be sincerely interested in and motivated by the program activities. Other migrant youths not enrolled said they hoped to be able to get into the program at a later date.

This "hands on" approach for migrant youths has proven to be an effective method in aiding youths to successfully complete high school. Curriculum is geared to the individual needs of the migrant students.

For further information, contact:

Mr. Jack Waters, Administrator
Florida Migratory Child Compensatory Program
Florida Department of Education
Knott Building
Tallahassee, Florida

High School Equivalency Program (HEP)

HEP is made available through funds from the United States Department of Labor. HEP programs are located on 14 college campuses throughout the country and are designed to give youths, 17 to 24 years old, "a second chance, maybe the only chance," as one migrant youth said. HEP programs are located in the following states: California, Florida, Nebraska, New Mexico, Oregon, Texas, Washington, Wisconsin, plus Puerto Rico.

HEP creates a new environment for young persons who have dropped out of high school because of the problems encountered by a migrant family.

To be eligible for HEP, a student must be:

--a member of a migrant or seasonal farmworker family,

--between the ages of 17 and 24 and not married,

--a high school dropout,

--a United States resident,

--willing to commit him/herself to complete the program of serious study and job preparation,

--within the poverty level.

HEP provides individual instruction leading to the youths' acquisition of the High School Equivalency Diploma. Room and board at the University, plus a living allowance of $10/week, is provided. A youth

may receive a diploma in as little as two months or may take as long as is needed.

For further information, contact:

High School Equivalency Program (HEP)
Migrant Division
Department of Labor
601 D Street, N.W., Room 314
Washington, D.C. 20213

Migrant Educational Opportunities Program (MEOP)

The Geneseo Migrant Center, located at the State University College in Geneseo, New York, was awarded a grant from H.E.W.'s Fund for the Improvement of Postsecondary Education (FIPSE) in 1976 to conduct an East Coast model project for two years. The project is an interstate effort to provide intensive career awareness, guidance and supportive services to migrant youths between the ages of 13 and 18 as they travel the East Coast stream, so that the need for a high school education and continuing education in postsecondary programs is positively reinforced. The ultimate purpose is to allow migrant youths to select and pursue careers of their choice.

Thus, MEOP serves as an interstate model to:

--increase migrant youths awareness of alternative career choices,

--increase migrant youths awareness of procedures to pursue education beyond the secondary level,

--overcome major financial and guidance deterrents which limit education beyond the secondary level for migrant youths,

--increase the number of in-school and out-of-school migrant youths who pursue education beyond the secondary level.

The program objectives include:

--establishing a model East Coast identification and communication system to serve migrant youths between the ages of 13

and 18 in the areas of career awareness, counseling, and supportive services,

--establishing a resource center which will collect, review, adapt, and disseminate relevant career, guidance, and financial information to migrant youths on the Eastern seaboard, ages 13-18,

--expanding financial assistance by utilizing all available resources to respond to the financial needs of increased numbers of migrant youths continuing their education beyond the secondary level.

The program strives to have continuous communication with the youths. Telephone calls, personal correspondence and personal visits are also used to communicate with the youths.

The primary communication device with the approximately 600 youths enrolled in the program is a monthly newsletter, Real Talk, which features articles by the youths themselves about their career choices, articles on different programs available to migrant youths, and other special features.

A special component of the project is a scholarship fund entitled "The Joseph Mattera National Scholarship Fund for Migrant Children." The fund's primary purpose is to assist financially those migrant youths desiring to further their education and meet their personal and educational goals. The funds, made up of private donations, are available not only for youths enrolling in traditional postsecondary educational institutions, but for youths needing financial assistance to continue high school, attend vocational school, or any other kind of training school.

To date, the actual results of the program are limited. However, youths have been responding positively to the program and some have enrolled either in Job Corps or Hep or returned to high school due to program encouragement. The National Center of Vocational Education, located on the Ohio State

campus, has rated the Migrant Educational Opportunities Program as exemplary.

For further information, contact:

Dr. Gloria Mattera, Director
Geneseo Migrant Center
State University College
Geneseo, New York 14454

PASS Program (Portable Assisted Study Sequence)

The PASS Program is a unique pilot high school program initiated in California in 1977 by the Bureau of Migrant Education to "prevent migrant students from dropping out of high school by assisting them with alternative methods of credit accumulation." This program is a component of California Master Plan for Migrant Education's Secondary School Dropout Prevention Program. Briefly, the Dropout Prevention Program has three components: counseling services support, work study support, and credit accumulation support (PASS). The PASS component will be dealt with exclusively in this section.

The PASS is coordinated by the Parlier High School in the Parlier Unified School District. PASS has been able to assist many secondary level migrant students receive their high school diplomas through a well-structured design that: provides portable learning packages adapted for migrant students to utilize at their own pace (correspondence courses), provides credit for appropriate life experiences, supplements instruction at local high schools, and utilizes counseling and tutorial support services.

The program currently has portable course offerings in the following areas: general math, reading, English I & II, speech I, United

States history, American government, Mexican American government, general science, driver education, work experience, outdoor study, and algebra I. Each course offering is divided into separate units and partial credit is available. To meet the needs of the predominantly Spanish speaking migrant youths, most of the units are being translated into Spanish. Because graduation requirements vary throughout California, the PASS Program has been charged with the responsibility of coordinating the courses provided to assist students in meeting local graduation requirements.

During the 1978 program year, a total of 578 migrant students enrolled in the program with only 12 students dropping out.

To be eligible for the program, a student must meet the following minimum requirements:

--attend a secondary school and be eligible for migrant educational services,

--be a student whose chances for graduating are unrealistic without provisions of counseling, guidance, financial assistance and credit accumulation.

PASS is <u>not</u> for all students, but has been found to be an effective approach to reducing the dropout rate among the migrant students enrolled in the program.

Presently, the Advisory Review Committee for the program has recommended that the State Educational Agency, with the assistance of PASS personnel, look into having PASS serve as a national model to address the tremendous problem of credit-accumulation for migrant students. This recommendation, if successfully implemented, could have a positive, lasting impact on the migrant students.

For more information, contact:

Ms. Jane E. Foshee, Coordinator
PASS Program
Parlier High School
601 Third Street
Parlier, California 93648

Secondary Credit Exchange Program

This program operates between Washington and Texas and provides academic credit exchange for students migrating between the two states. The program was initiated when an individual classroom teacher in Washington state became concerned about the exchange of credits for migrant students in her classroom. She began communication with the students' home-base school in Texas to insure that students were receiving the instruction needed to obtain academic credit at home. The program has since developed into a well-structured program of exemplary quality. In 1970 there were 65 students enrolled in the program. This number had grown to 491 in 1977.

The program is an alternative high school program with a focus on continuing communication between teachers along the migrant streams traveled by the youth. To assure the transfer of academic credits from school to school, a program brochure outlines the following steps that should be taken:

--communication occurs between Washington and Texas schools,

--Texas schools provide information about students and plan schedules,

--identification and recruitment of students is initiated,

--local constraints, rules and traditions are determined,

--enrollment occurs and student schedules are established,

--students and schedules are verified with previous schools by telephone,

--schedules are reworked to avoid conflicts,

--class sessions begin with students earning approval units toward graduation,

--enrollment ends; the students' grades and transcripts are sent to their home-base schools,

--as students return to Texas, their records are updated and they are disenrolled from their Washington schools.

Luis Ochoa, a member of the program's Parent Advisory Committee, had the following to say about the program:

> The Credit Exchange Program has succeeded because of the involvement of the parents of students and the dedication of the interested teachers and administrators who have given the students a chance as well as a choice. I believe that the students who have graduated from the Credit Exchange Program will serve as models for others to follow.

The following biography of a migrant student, taken from the brochure, "Academic Credit Exchange for Migrant Students," sums up the success of the program:

> Nathan Trejo now lives in the Columbia Basin of the State of Washington. During his formative years, Nathan migrated with his parents, working as a part of his family unit in the planting and harvesting of row crops. The migration led from Texas to Washington, then back to Texas each year.
>
> In 1974, Nathan graduated from Connell High School in Washington, a product of the schools of two states. This fact had unique significance as Nathan was the first migrant student to accomplish this feat.
>
> As an eighth grader Nathan had the good fortune of entering the pilot evening program being developed by ESEA, Title I migrant education funds in the North Franklin School District in Washington. The evening classes of this program provided Nathan with the opportunity to continue the studies he had begun in the Raymondville School District in Texas.

Through the succeeding four years Nathan followed the crops, continuing his schooling in both states. His perseverance as a student, plus the interest of his teachers culminated in the completion of his high school education.

Today Nathan is married and working. He is looking forward to a possible college education in the studies of the paramedical field.

The USOE's Joint Dissemination Review Panel (JDRP) approved the program as exemplary in 1977 and since then the National Diffusion Network (NDN) has awarded the Credit Exchange Program a contract to disseminate its model nationally.

For further information, contact:

Washington-Texas Credit Exchange Program
David Randall, Project Director
Box 719
Sunnyside, Washington 98944

or

Tino Duron, Jr.
Region One Educational Service Center
1900 W. Schunior
Edinburg, Texas 78537

Minnesota State Department of Education's Migrant Education Unit

Another program that is worthy of noting as exemplary for secondary-level migrant students is the Minnesota State Department of Education's Migrant Education Unit. The Migrant Education Unit sponsors a secondary education program in Owatonna, Minnesota. The 1979 program served 132 youths and was able to award several GED certificates to the enrollees. The youths had requested that a GED component be added to the program. The program was also supported by the crew chiefs in the area.

For further information, contact:

Mrs. Cherry Schwartz
185 Shady Avenue
Owatonna, Minnesota 55060

These programs are by no means the only ones that are providing exemplary services to migrant youths. However, they are a cross-section of the programs that are worthy of discussion. Persons interested in further information on any of the programs should get in touch with the contact persons listed.

State Departments of Education, local school districts, and community agencies may want to adopt or adapt these programs to benefit migrant students in their service area or they may be interested in making referrals to the existing programs for the migrant youths when applicable.

Figure 6

Conclusion/Recommendations

The problem of migrant youths obtaining a high school education and then, in fact, enrolling in some kind of postsecondary institution of learning is a serious one, indeed. Migrant youths need a chance to complete and further their education in order to become productive citizens of this country. To accomplish this formidable task, the youths need all the assistance and encouragement possible and available from all concerned: teachers, administrators, aides, community people, and, of course, parents.

As a result of surveying migrant youths and reviewing the already existing programs available for them, the following recommendations are made to those concerned:

--The issue of transfer of academic credit should be a priority for all state migrant education programs, or any education program for migrant youths, to assure that the youths do receive credit for school work done in any state. Some youths are not going "on the season" with their parents because a national system for transfer of credit has not been established. If the youths receive adequate credit for work completed, the high dropout rate may be reduced considerably.

--More programs should provide stipended work experience. Work experience programs such as the Florida Learn and Earn program seemed to be of tremendous interest to the youths. Also, the majority of the youths noted that a reason for dropping out was the need to work in order to support themselves and their families. Stipended work programs

would again help to reduce that 90% dropout rate. I would urge, however, that these programs include all kinds of work experience, including more non-traditional occupations, such as careers in the arts, computers, etc.

--A concentrated effort should be made to meet the educational needs of the present dropout, because the majority of the youths at the secondary level of education already have quit school. Programs for this population should include strong counseling and career education components.

--More financial resources should be made available to assist migrant youths in attending not only college but also trade or occupational schools, as well as help in completing high school, if needed.

Let us not let the migrant farmworker continue to be "the forgotten one" in the mainstream of American society. More important, let us not forget his children in the American educational system.

APPENDIX I
Youth Letter

GENESEO MIGRANT CENTER
Migrant Educational Opportunities Program
State University College
Geneseo, New York

I have been asked to write a book about reasons why youth such as yourself drop out of school before the completion of high school, or what you would like to see in the secondary schools to make you want to stay and graduate. I am hoping that you will be able to assist me with this so that this book will be able to benefit youth such as yourself throughout the country. Would you please take a few minutes and fill out the attached questionnaire and return it to me in the enclosed stamped self-addressed envelope?

If you have any questions on the questionnaire or, as you're aware, if there's anyway we can assist you with the Migrant Educational Opportunities Program (MEOP), please call us collect at 716/245-5681.

I'm really hoping that you will take the time to fill out the questionnaire. Thank you for your help and good luck to you.

Sincerely,

Robert Lynch
Programs Liaison

RL:msg
Enc.

APPENDIX II
Youth Survey

GENESEO MIGRANT CENTER
Migrant Educational Opportunities Program
State University College
Geneseo, New York

YOUTH SURVEY

Name (optional) _____

Age _____

Last grade completed in school and date _____

Are you still in school? Yes _____ No _____

If yes, what grade? _____

If no, reasons why you're not still in school _____

_____

_____

What in the high school you're now attending or did attend was the most exciting thing for you? _____

_____

What did you like least about high school? _____

_____

_____

What kinds of special programs would be of most interest to you? _____

_____

_____

If you dropped out of high school, what were the major reasons why you did so?

_____

_____

APPENDIX III
State Director of
Migrant Education
Letter

GENESEO MIGRANT CENTER
State University College
Geneseo, New York

I have been commissioned by ERIC-CRESS to write a manuscript entitled "Motivating Migrant Secondary Level Students to Continue in a Career or Vocational Education Program." As a major section in the manuscript, I would like to feature existing migrant education programs that have been effective in working with the secondary level migrant student. If, in your state, you feel you have an exemplary program working with this level, I would very much appreciate it if you would forward the name of the program and contact person to me so I could communicate with them to further discuss the program and its inclusion in the manuscript.

Thank you for taking the time to research this matter. I am looking forward to hearing from you.

Sincerely yours,

Robert Lynch
Programs Liaison

RL:msg

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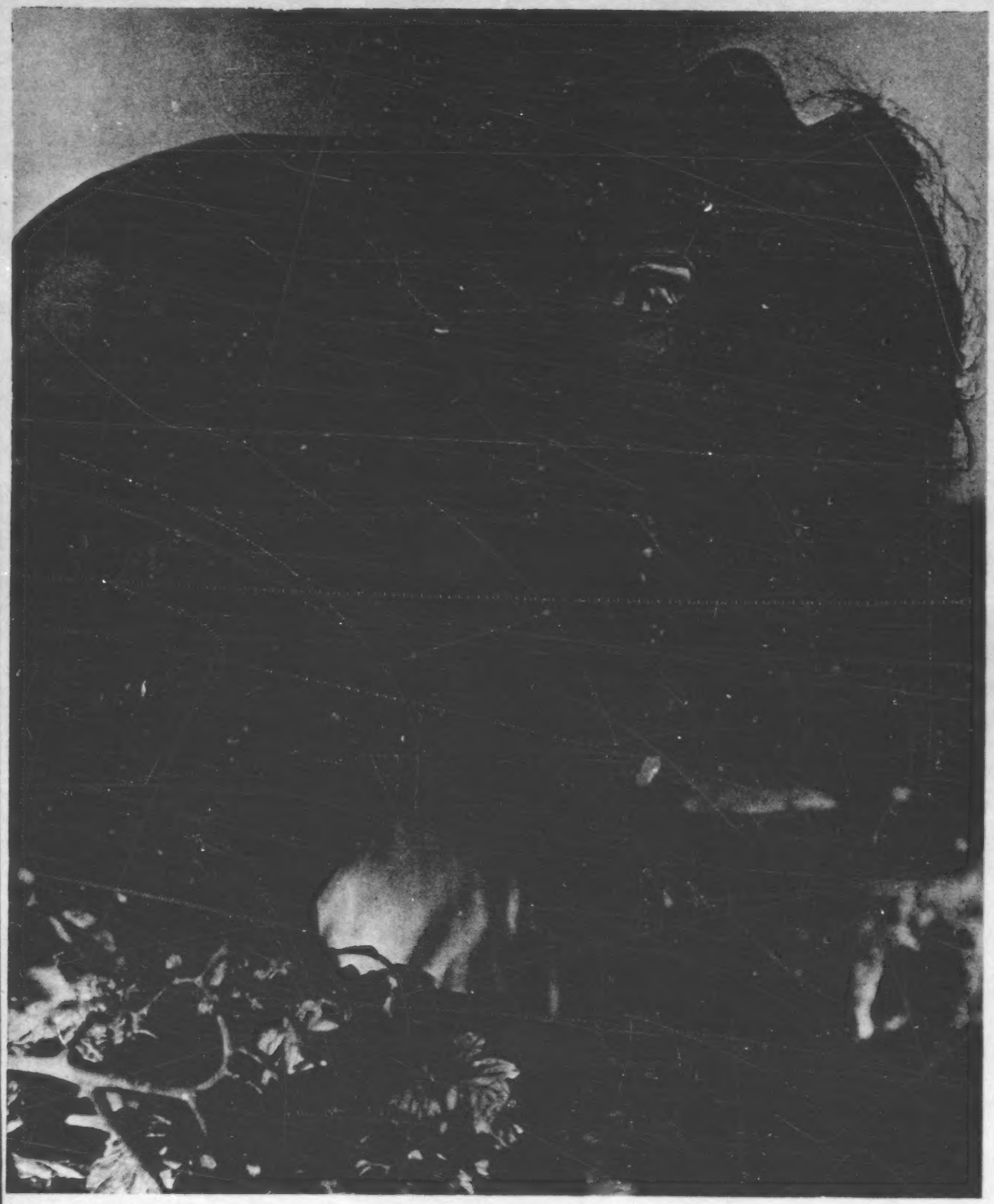

Figure 7

About the Author

Robert Lynch is a 1973 graduate of the State University College at Geneseo, New York, with a B. A. in Sociology. His involvement with migrant farmworkers began in 1969 as a volunteer and work-study student at the Geneseo Migrant Center, located on the Geneseo college campus. Since graduation in 1973, he has been employed full-time at the center as its Programs Liaison. Mr. Lynch has held several positions including Director of the center's In-Camp Adult Education Program, Weekend Recreation Program, and Career Exploration Program. He has also been an MEOP counselor working directly with migrant youths in New York State and also in their home-base state of Florida. Mr. Lynch is also a major disseminator and trainer for Project CHILD (Comprehensive Help for Individual Learning Differences) serving the entire migrant family, infants through adults, which is a validated project in USOE's National Diffusion Network.

To advocate for the needs of migrant families, Mr. Lynch serves on several boards, including the Western New York Child Care Council, the Wyoming County Department of Social Services, and Literacy Volunteers of the Genesee Valley. In addition, he has testified before national, state, and local agencies on behalf of migrant farmworkers and their families.

Mr. Lynch is co-author of the publication, Guidebook: In-Camp Education for Migrant Farmworkers and served as a major contributor and producer of the Center's Migrant Heritage Studies Kit, which teaches learners of all ages about migrant farmworkers.

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